

BODY CONCEPTS

Self Identification

1. Child views himself in a full length mirror- feels himself all over- views himself from different directions- is able to look and say, "That is (name).", "I am (name)."
2. Photographic Identification- Child must be able to identify himself from a photograph.
3. Responds to name when given a direction, i.e., "Mary, stand up".
4. Group Identification- pupil identifies himself in family picture, class picture.
5. Child can arrange pictures of himself in growth sequence.
6. Cut up pictures- pupil can identify himself in a photograph that has missing parts.
7. Child is taught to identify his name- to write it correctly.
8. Pupil can draw and describe picture of himself although it may not be recognizable to others.

Body Localization

1. Child can point to and name the parts of his body
eyes, hands, nose, mouth, ears, head, feet, arms,
shoulders, wrists, ankles, waist, hips, knees, neck,
chin, forehead, elbows, eyebrows, hair, legs, toes.
2. Games to reinforce localizations;
Simon Says, Looby-Loo, Head shoulders knees and toes,
I've got two Eyes, If You're Mappy and You Know It. etc.
3. Body Tracing- Child lies on kraft paper and others trace his body outline- parts are labeled

Body Abstraction

1. Body Model- Identification of body parts on others, on model
Judy Company Boy 216 Girl 213
Large Body Puzzle- Developmental Learning Materials
2. Body Puzzles
People Puzzles
Multi-Ethnic Children Puzzles - DLM Company
Felt Cut Outs- Instructo
3. Supply the Missing Parts
Body Concept Masters and Transparencies - Name the missing parts, draw the missing parts.
4. Teach age, height, weight

Visual Motor Development Program

Frostig Program

1. Frostig Visual Perceptual test;
This test is used to determine whether the child exhibits perceptual deficits or developmental lag. The test measures five areas of perception that are school related. These include;

- eye motor coordination
- figure ground perception
- from constancy
- position in space
- spatial relationships

An age level is derived from each test section. This enables the teacher to determine which areas are deficient, if any.

2. Exercise and Motor Activities
There is a prescribed list of activities to follow to provide a sequential motor base for visual and spatial relationships. These are simple to execute and are clearly illustrated for the teacher.

3. Structured Worksheets
There are series of structured worksheets designed to develop or remediate each of the five areas of perception measured by the test.

If a child does not successfully complete a worksheet, he is required to repeat the exercise until he does succeed in the task. This enables the teacher to maintain a close check on his sequential developmental and eliminates the opportunity for "gaps" in his training.

Rationale

A great preponderance of readiness and early learning experiences are perceptually based. For the child who is exhibiting perceptual deficits, no matter the reasons, these early learning experiences lead to frustration and failure. There are many children who enter the threshold of the school lacking perceptual readiness for academic learning. Certainly, we cannot assume that this readiness will develop incidentally. Rather, we must plan and provide for its development. This program is just such an attempt.

Tactile- Kinesthetic Experiences

Object Identification

1. Place objects in a container- child reaches in and identifies an object through touch without benefit of visual clues.
2. Allow a child to see and touch an object- reach into the container and find its mate(no visual cue)

Quality Identification

1. Fabric squares- cut duplicate squares of various kinds of fabric- place one set in a covered container- show one square to child, allow him to touch and handle it- elicit words rough and smooth etc. - ask child to reach into box and without visual cues to pick out the matching square through tactile discrimination.
2. Touch boards- alternate sandpaper strips and smooth surfaces on a board- with eyes closed, child identifies rough-smooth quality.

Letters and Numbers

1. Sandpaper symbols- Child feels letter- teacher guides child's finger along letter being certain he traces the letter in the direction in which it is written. Identify letter name as it is being traced to promote recall. When he has learned a group of letters, blindfold him and present a letter to him. After touching it, he is asked to identify the letter.

Sandboxes- Clay Boxes

1. Copy letters, numbers, words in sand or clay- Helps to promote eye motor coordination and recall of visual stimuli.

Sand trays may be kept moist by storing in plastic bag.

Baric Tablets

1. These are wooden tablets of varying weights- allow child to experiment with tablets and to feel the difference in weights- blindfold him and pass two tablets to him- child is asked to discriminate for lighter, heavier.